

INTRODUCTION

1. AIMS OF THE SEMINAR

- a. Experience and reflection on experiences about leading family enrichment groups
- b. Inductive/bottom-up approach through experiential activities
- c. Everything experienced in the group (“here and now”) shows analogies with our relationships outside the group (in the family – “there and then”)

2. THEORETICAL BACKGROUND AND AIMS OF OUR MODEL OF FAMILY ENRICHMENT (“Percorsi di Promozione e Arricchimento dei Legami Familiari” – Promoting and Enriching the Family Ties):

- a. To promote reflection on couple and parental identity
- b. To improve couple and parental competences
- c. To enrich the couple and family social dimension

3. METHODOLOGICAL APPROACH

- a. Semi-structured
- b. Active/interactive
- c. Group (not just a context, but also a specific tool and a content of the intervention)

ACTIVITIES

- 1. THE COUPLE: Marco & Federica** (aim: activity on the levels of communication -from implicit to explicit- and consequences for the partners’ understanding of each other and on their possibility to support each other in front of troubles). Federica comes back home after a hard day at work when she found out that she did not get the promotion she worked very hard for in the past months. In the activities we’ll see different ways Federica may communicate her distress to Marco and the different cognitive, emotional and behavioral reactions that Marco may have.

The trainers will present 5 different ways Federica may come back home (from slamming the door and expressing her distress silently to communicating facts and emotions explicitly). The audience will played (all) the role of Marco and tell what could be his a) thoughts; and b) feelings as a consequence of Federica’s behavior.

- 2. THE PARENTS: past and present “family heraldic shield”** (aim: activity on the different dimensions of the parent-child relationship and the family relationships –affective, ethical- and on the intergenerational linkages between one’s parental role and the families of origin). Participants will have to individually draw:

- a. The biggest strength
- b. The biggest weakness
- c. The biggest desire
- d. The “motto”

Of their (actual or expected) relationship with their children

And afterwards:

- e. The biggest strength
- f. The biggest weakness
- g. The biggest desire

h. The “motto”

Of their (actual or past) relationship with their parents

3. **THE GROUP: Role-playing on the roles of group members** (aim: showing the different roles played in a group interaction by group members and the actions of the trainer). 2 trainers and 9 parents. They will have to negotiate the dates and time of their next meetings, because the room they used so far won't be available anymore at the time they usually met. Each parent has a role, as written on a note that they would read before the interaction without showing it to anyone:

- a. **The substitute of the trainer:** “the trainer is always right”
- b. **The smart aleck:** “I already know everything”
- c. **The negotiator:** “Let's get on with each other!”
- d. **The dependent:** “Whatever you decide, I agree”
- e. **The quite:** “Please, I don't want to speak!”
- f. **The greedy:** “Whatever you do, I want more”
- g. **The anarchic:** “I don't follow rules”
- h. **The new member:** “Please, make me at ease!”
- i. **The enthusiastic:** “How wonderful to be here!”